Alaska Reading First School Readiness Survey

Reading First is a federal program that provides assistance to schools in selecting effective instructional materials, programs, learning systems and strategies proven to teach reading. The complementary research-based programs, practices and tools required by Reading First will give teachers the skills and support they need to teach all children to read fluently by the third grade. Programs funded under Reading First must demonstrate their ability and willingness to address all essential components of reading in a comprehensive and effective manner by using instruction and other activities grounded in rigorous scientific research.

Reading First is the largest, most focused early reading initiative ever undertaken in America. Because of the size, scope and dramatic shift necessary to fully implement the program, the readiness of schools to embrace these principles and practices is a fundamental step in determining which schools are more likely to receive funds.

Your appraisal of current and desired reading instruction in your school will be used as part of the readiness determination process. Please complete the confidential ratings to the best of your understanding by circling the number in each of the two columns below:

I.   Reading Skill Development

Skill Area	How important is this for student learning?
A. Ability to hear, identify and manipulate individual sounds in spoken words.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
B. Understanding that there is a predictable relationship between the sounds of spoken language and the letters/spelling that represents those sounds in written language.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
C. Accumulation of information about the meanings and pronunciation of words to communicate what is—heard, spoken, read, and written	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
D. Ability to read text accurately and quickly.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know

Skill Area (continued)	How important is this for student learning?
E. Ability to use active strategies for understanding, remembering and communicating what has been read.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
Total Score: (sum the number circled in each column)	

II.   Reading Instruction

Component	How important is this for student learning?
A. Use screening procedures to identify children who may have high need for additional reading instruction or special services.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
B. Use diagnostic procedures to identify reading strengths, weaknesses and difficulties in individual children to determine possible reading instruction strategies.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
C. Systematically observe children's classroom reading tasks to improve reading instruction.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
D. Frequently use timed assessments of students reading skills	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
E. Provide a protected, uninterrupted 90-minute block for reading instruction each day.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know

Component (Continued)	How important is this for student learning?
F. Use in-class grouping strategies, including small group instruction based on student needs.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
Total Score: (sum the number circled in each column)	

III.   Professional Development

Goal	How important is this for furthering the reading goals of the school?
A. Coaches, mentors, peers and outside experts provide feedback on new classroom practices being tried.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
B. Adequate time is available for teachers to learn new concepts and to practice what they learn.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
C. All teachers must be prepared to teach all of the essential components of reading instruction, their relationship, and progression.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
D. All teachers must understand why some children have difficulty learning to read well.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know

Goal (Continued)	How important is this for furthering the reading goals of the school?
E. All teachers must learn how to administer and interpret assessments of student needs and progress in reading.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
F. All teachers must be prepared to actively manage their classrooms and maximize time on task.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
G. All teachers must learn the research base and academic performance standards of the instructional program.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
Total Score: (sum the number circled in each column)	

IV. Scientific Research Base in Reading

Evidence	How important is this for guiding your school's decisions about reading instruction?
A. The reading program has a solid foundation that is grounded in scientific research.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
B. The effectiveness of the program in improving student reading performance has been demonstrated through scientifically based reading research.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know

Evidence (Continued)	How important is this for guiding your school's decisions about reading instruction?
C. The effectiveness research clearly describes how multiple studies were done, by whom, and on what samples of students.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
D. There is evidence that gains in reading achievement are sustained over time.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
E. There is detailed information to determine how the program can be implemented true to the original design.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
F. Phonemic awareness instruction helps children learn to read.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
G. Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
H. Systematic and explicit phonics instruction is most effective when introduced early.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know

Evidence (Continued)	How important is this for guiding your school's decisions about reading instruction?
I. Repeated and monitored oral reading improves reading fluency and overall reading achievement.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
Total Score (sum the number circled in each column)	

V. Planning for Reading Improvement

Steps	How important is this for guiding your school's planning for reading improvement?
A. Reading improvement is organized around aligned curriculum, standards, assessments, teaching and professional development for K-3.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
B. The reading performance of students is disaggregated by key student characteristics and reading components to determine the strengths and weaknesses of the existing program.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
C. The school staff and leadership see eye-to-eye on planned efforts to improve reading achievement.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
D. The school staff is actively involved in planning for reading improvement.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know

Steps (Continued)	How important is this for guiding your school's planning for reading improvement?
E. The school staff is committed to coherent long-term improvement for the entire school.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
F. The district office demonstrates support of reading improvement in our school.	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
G. Reading improvement is a major leadership focus of our principal	5) Essential 4) Important 3) Somewhat important 2) Optional 1) Not important 0) Don't Know
Total Score (sum the number circled in each column)	

Grand Score: Total of first column for sections I+II+III+IV+V = _____
<div align="right">(Readiness)</div>

VI. Background Information

1. Your position:
- ☐ Certified classroom staff
- ☐ Classified classroom assistant
     GO TO QUESTION 2&3:
- ☐ Certified special staff
- ☐ Classified school or office staff
- ☐ Principal
- ☐ Other school administrator
     GO TO QUESTION 4:

2. Current grade level assignment(s):
- ☐ Kindergarten
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4 or higher

3. Assignment(s):
- ☐ Regular classroom
- ☐ Language arts only
- ☐ One or more other subjects
- ☐ Title I
- ☐ Special education
- ☐ English language learning
- ☐ Library/resource center
- ☐ Coordinator (_____)
- ☐ Other

4. Years of experience in this school:
- ☐ 1 or less
- ☐ 2-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10 or more

5. Years of experience in school settings:
- ☐ 1 or less
- ☐ 2-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10 or more

6. Name of your school and district: _____